

Pupil Premium Impact Assessment

Pupil Premium Impact and Evaluation Report Academic Year 2016/17

Context of Academy

The predecessor School had been in an extended period of instability since the substantive Headteacher left in 2012. The Ofsted inspection in December 2012 placed the School in special measures. Two Assistant Headteachers had been Acting Headteachers during this period and continued in this role following the judgment supported by the LA.

A head of Academy and executive principal employed by the sponsor took up post in September 2013 and the school converted to academy status in December 2013. In October 2016 the academy was judged as 'requiring improvement' by Ofsted and the category of special measures was officially removed.

The 189 pupils are almost exclusively White British but come from a mix of socio-economic backgrounds; most are from the less affluent/more vulnerable sections of the local community. 36% are Pupil Premium children, above National Average, falling within the 90th percentile. Though many of our families do have at least one working parent these jobs are mainly unskilled and low paid. There are a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. The majority of our families have lived in the local area for more than one generation, with many parents and grandparents attending our academy themselves. This creates a close sense of community but also contributes to a lack of aspiration and wider experiences. As we develop our rigorous child protection procedures and challenge the care of our pupils, we are identifying more and more children who are at risk, and taking steps to respond to their needs.

The number of children supported at through SEN provision is below NA (6%) as is the percentage of children with a Statement/EHC plan(3%). We currently have no Children Looked After but have five who are in Special Guardianship arrangements with grandparents and 7 families (15 children) subject to a Child Protection Plan/Child in Need Plan. A further four children and their families are subject to recent referrals and assessment by Social Care or working at CAF level.

Baseline assessment on entry to academy shows a very large majority of pupils are well below the expectations for their age in all areas of development matters. We have a large number of children who enter nursery without toilet training and the number with severely delayed spoken language is rising year on year.

Attendance has risen significantly since the previous inspection, this is a result of a consistent approach to first day absence, celebration of good attendance, securing a reward system that is recognised by the academy and home and building positive relationships with parents where education is seen as a more positive experience. In the autumn term 2016 attendance is just below 95%.

Pupil Premium Strategy

- As children join the Nursery with very low starting points a significant amount of funding is spent in EYFS and KS1 to ensure we begin to diminish differences to age related expectations as soon as possible.
- The personal development, behaviour and welfare of our pupils remains a priority to ensure children are ready to learn and have the strategies and support to overcome barriers. Therefore priority in the spending

of the grant is given to supporting those children whose social, emotional and behavioural barriers are preventing them from learning and progressing effectively.

- As children move through school the pupil premium funding is focused on continuing to diminish differences with National in reading, writing and maths through additional staffing and the opportunities to attend specific, focused interventions.

Objectives of Pupil Premium Spending

- Improvement of teaching across the school and attainment and progress for pupil premium children through the appointment of additional lead teachers.
- Improvement in reading outcomes for children eligible for disadvantaged subsidy funding through early birds, read, write, inc development and additional reading time from lunchtime supervisors.
- Improvement of attainment and progress in year 2 and year 6.
- Improvement of progress and attainment for children eligible for pupil premium who have fallen behind their peers through the promotion and training of TAs to work as intervention leads.
- The improvement of engagement and readiness to learn for children eligible for the pupil premium through a revision of the funded breakfast club places with a greater focus on distinct areas of need, improved training for staff and more structured learning developments.
- Improvement in behaviour and engagement for children eligible for disadvantaged subsidy funding through improved nurture provision and the introduction of forest school.

Amount of Pupil Premium Grant (PPG) Received

Amount of PPG received for Academic Year 2016/7

Total PPG Grant received for Academic Year 2016/7

£90,000

Summary of PPG Spending Academic Year 2016/7

The PPG has been spent on the salary of a lead teacher to improve progress and attainment and develop the quality of teaching in year 6. She will on improving teaching and learning across the academy targeting support at children eligible for the grant.

The grant has also been allocated towards the costs of running the early bird provision for the specified children. This has included resourcing the reading activities with books, games, activities and ICT provision which is solely for use by this group of children, providing the food for the breakfast part of the club and staffing the club. This has been refined and evaluated from previous years to ensure that the impact is more focused and outcomes are clearly measurable. Children will be targeted specifically for certain interventions during the early birds club and will attend for specific programmes. These will be allied to their daytime interventions (see below).

The grant has been spent on continuing to contribute towards the salaries of 4 cover supervisors who lead interventions with children eligible for this funding. The results of these last year were very strong for specific interventions and further evaluation has led to a change in the implementation of these during 2016-17. This will ensure that interventions are directed and monitored by class teachers and link specifically to gap analysis from classroom assessment. The additional cover supervisor who led on the implementation of forest school last year will also continue in this role to support the nurture provision. Boxall analysis showed significant positive progress in learning behaviours for the children who accessed nurture and forest school during 2015-16 and this will be developed further this year.

The funding has also been used to employ temporarily additional TAs to further support some individual disadvantaged children with 1 to 1 support for learning and emotional needs. In two cases this is in addition to that support available through SEN funding.

The funding has also been used to extend the number and the hours of lunchtime supervisors to support with additional reading for these children and to ensure that more meaningful activities are in place for all children at lunchtimes thus supporting the social needs of some of the children eligible for this funding more effectively.

Finally the funding has partly subsidised the swap shop and behaviour bands initiative to develop improved attendance. Analysis from 2015-16 showed that attendance of children eligible for this funding improved during the year as a result of this work and the gap between this group and other children had begun to close. Further work on developing this alongside improving punctuality will be a focus of the funding this year.

Record of DSG Spending by item / project 2016-17

Item / Project	Cost	Objective	Outcome
Year 6 lead teacher	£11,000	<ul style="list-style-type: none"> To improve the effectiveness of teaching within year six and the attainment and progress of the children within this group. 	<ul style="list-style-type: none"> Overall attainment and progress within year 6 improved by 25% in reading and maths with FFT 20 measures being met for greater depth. For children eligible for this funding improvements in outcomes were seen in maths and writing outcomes. The gap between these children and all others in the academy has narrowed by 33% in writing and 28% in maths. However, the impact on reading was not significant neither was the impact on attainment and greater depth so these are areas for further development next year.
TA promotion to lead interventions including nurture provision.	£6,500 (salaries) £2,500 (resources)	<ul style="list-style-type: none"> Improvement of progress and attainment for children eligible for pupil premium who have fallen behind their peers through the promotion and training of TAs to work as intervention leads. Improvement in learning behaviours and emotional engagement for children who access nurture provision. 	<ul style="list-style-type: none"> Progress for these groups has continued to improve in other year groups across the school. The early birds resource for these children has made an impact with a three year improvement trend in phonics outcomes for year 1 disadvantaged pupils and shown in internal data for other year groups. The impact of these interventions within year 2 is not significant though and further development of this is required. The group accessing nurture provision have shown a marked improvement in engagement and in academic progress. The group who still require intensive support on a daily basis has fallen from 10 children to 4 during the course of the year.
Employment of additional cover supervisor TA to improve speech and language provision and deliver 'forest school' to	£10,000 (CS salary) £5,000 (SLT contribution) £2,000 (resources)	<ul style="list-style-type: none"> Improvement in attainment and progress for children subject to disadvantaged subsidy funding who have speech and language difficulties. 	<ul style="list-style-type: none"> Speech and language developments have continued to improve attainment as can be seen with the improvement in phonics outcomes, GLD in EYFS and writing outcomes in KS2.

<p>supplement nurture provision. Shared employment of a qualified speech and language therapist</p>		<ul style="list-style-type: none"> • Further improvement of engagement and behaviour for learning in children who access forest school and nurture provision. 	<ul style="list-style-type: none"> • Forest school provision has been curtailed due to staff sickness absence and so the full impact of this has not yet been seen.
<p>Shared employment across the pyramid of EWO to work alongside the inclusion team and improve attendance and punctuality for this group.</p>	<p>£3,000</p>	<ul style="list-style-type: none"> • Continued improvement of attendance and further closing of the gap between this group and other children. • Improved punctuality for this group. 	<ul style="list-style-type: none"> • There have been improvements at some points during the year in attendance but this has not been maintained and the overall attendance still requires improvement. However, attendance for this group, though still low, was higher than of 'other' pupils during the summer term 2017 and this improvement must be built upon.
<p>Improvement of resources for play at lunchtimes and break times.</p>	<p>£1,000</p>	<ul style="list-style-type: none"> • Further development of a calm, positive environment at social times leading to children from this group being more ready to access learning effectively at all points of the day. 	<ul style="list-style-type: none"> • Behaviour incidents at lunchtimes have dropped dramatically for this group. More focus needs to be extended now to the increased development of positive behaviour strategies for this group during all class based time as the incidents for disadvantaged children within the academy day are still disproportionate to those for others.
<p>Access to a qualified play therapist to support individual from this group with emotional and social barriers to learning.</p>	<p>£2,000</p>	<ul style="list-style-type: none"> • Improvement in social and emotional aspects of learning for the children who access this provision. 	<ul style="list-style-type: none"> • The two children who accessed this showed improvements on boxall profile assessments. One has shown a continued and embedded improvement, one requires further development.
<p>Revised breakfast club places, establishment of 'early birds' club, purchase of resources, food and staffing costs for this.</p>	<p>£20,000</p>	<ul style="list-style-type: none"> • The improvement of engagement and readiness to learn for children eligible for the pupil premium through funded breakfast club places with a key focus on reading improvements and a direct link to class teacher gap analysis. 	<ul style="list-style-type: none"> • See improved attainment data above. This has been more successful again with small exceptions within year 2 and 6 where other SATs based boosters took place. These will be re-structured next year to ensure a more specific focus on this group is maintained.

Subsidy of swap shop and attendance rewards through the band system.	£5,000	<ul style="list-style-type: none"> Improvement of attendance through more structured rewards system linked to good behaviour, particularly amongst this group where attendance levels were lower than for children not in this group. 	<ul style="list-style-type: none"> See attendance above.
Continued employment of 0.5 TA to work specifically with children from this group	£5,000	<ul style="list-style-type: none"> Improvement in progress and attainment for specific individual children eligible for PPG funding. 	<ul style="list-style-type: none"> See attainment and progress above.
Employment of additional lunchtime supervisors and extension of their hours to allow one to one reading daily with specific children from this group. RWI training for these staff	£12,000 (including training)	<ul style="list-style-type: none"> Improvement in reading progress for specified children within this group. Improvement in social interaction at lunchtimes. 	<ul style="list-style-type: none"> Social interaction has improved as above. Reading progression has been inconsistent. This will be developed further next year in line with additional changes in reading teaching.
Improvement of ICT resources to engage this group and ensure that accelerated reader and other targeted online resources can be accessed at all times by this group (including during earlybirds).	£5,000 (contribution from grant)	<ul style="list-style-type: none"> Greater engagement in learning leading to greater progress and improved attainment particularly in reading through the accelerated reader programme. 	<ul style="list-style-type: none"> This has shown some success but further embedding is required.
Total	£90,000		

Total PPG Received	£90,000
Total PPG Expenditure	£90,000

PPG Remaining	0
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Performance Analysis of PPG pupils at the end of KS 2				
	2013/4	2014/5	2015/6	2016/7
% of PPG Children achieving level 4 in reading / EXS 2016	43%	60%	17%	25%
% of PPG Children achieving level 4 in writing /EXS 2016	57%	70%	42%	63%
% of PPG Children achieving level 4 in maths /EXS 2016	57%	50%	33%	63%
% of PPG Children making 2 levels progress in English	79% reading 93% writing	78% reading 89% writing		
% of PPG children making 3 levels progress in English	14% reading 14% writing	33% reading 22% writing		
% of PPG Children making 2 levels progress in Maths	79%	67%		

Narrowing the Gap between FSM and other children (end of KS2)			
	Reading	Writing	Maths
2013/14	-5.7 APS	-3.4 APS	-2.8 APS
2014/15	-1.9 APS	1.8 APS	-2.5 APS
2015/6 1 child = 8% in PP group, 13% in non PP group	33% difference at EXS	58% difference at EXS	30% difference at EXS
2016/7	50% difference at EXS	21% difference at EXS	13% difference at EXS

Implications for Pupil Premium Spend in 2017/8

Improvements in reading progress and outcomes is a priority across the academy but this is even more apparent within this group.

Further revision of SATs boosters for year 2 and 6 to ensure more targeted focus on this group of children is needed. The revision of early birds has shown good impact across school but this has not been fully mirrored within year 2 and year 6.

Continued improvements and developments within social and emotional work to improve behaviour and minimise the number of these children gaining C3+ is still needed. Developments last year had an initial impact but this has not been able to be maintained and so further improvement of this is required.